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March 15, 2022

Dr. James D. Fielder, Jr.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore, MD 21201

Dear Secretary Fielder,

Frostburg State University Department of Nursing is proposing a Bachelor of Science in Nursing (BSN) program. This full-time four-year program will be located on the FSU campus within the new Education and Health Science Building. If approved, the University will become the only school in Western Maryland to offer a full baccalaureate of science in nursing, and one of six schools to offer the degree within the University System of Maryland. This new program would meet the needs of students that have already chosen FSU as their school of choice and support them in the option to fully earn a degree on FSU's campus.

At the completion of this program students will be eligible to sit for the NCLEX licensure exam. With successful scores on the NCLEX exam graduates will become registered nurses. Graduates from this program will help to meet the increased workforce demand for registered nurses and fill critical nursing vacancies across the state.

This proposed program builds on FSU's accredited RN-BSN program that was established in 2009. All curricula have been developed and revised to meet national practice standards and the new 2021 American Association of Colleges of Nursing (AACN) Core Competencies for Professional Nursing Education. Proposal attributes include the following:

|                        |   |
|------------------------|---|
| <b>Proposal Title:</b> | New Academic Program                        |
| <b>Program:</b>        | Nursing (Pre-licensure)                     |
| <b>Award Level:</b>    | Bachelor of Science Degree in Nursing (BSN) |
| <b>CIP:</b>            | 513801                                      |
| <b>HEGIS:</b>          | 120300                                      |

We would appreciate your support for this proposal for the new academic program. If you have any questions, please do not hesitate to contact me or our Assistant VP for Analytics, Dr. Sara-Beth Bittinger at [sbittinger@frostburg.edu](mailto:sbittinger@frostburg.edu).

Yours truly,

Dr. Michael Mathias, Interim Provost and Vice President for Academic Affairs

pc: Dr. Emily Dow, Assistant Secretary. Academic Affairs, MHEC  
Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM  
Dr. Kim Hixson, Dean of the College of Liberal Arts and Sciences, FSU  
Dr. Sara-Beth Bittinger, Interim Assistant VP for Analytics, FSU



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## Cover Sheet for In-State Institutions New Program or Substantial Modification to Existing Program

|                                 |                            |
|---------------------------------|----------------------------|
| Institution Submitting Proposal | Frostburg State University |
|---------------------------------|----------------------------|

*Each action below requires a separate proposal and cover sheet.*

- |   |   |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program            |
| <input type="radio"/> New Area of Concentration       | <input type="radio"/> Substantial Change to an Area of Concentration    |
| <input type="radio"/> New Degree Level Approval       | <input type="radio"/> Substantial Change to a Certificate Program       |
| <input type="radio"/> New Stand-Alone Certificate     | <input type="radio"/> Cooperative Degree Program                        |
| <input type="radio"/> Off Campus Program              | <input type="radio"/> Offer Program at Regional Higher Education Center |

|  |  |                        |                          |
|--|--|------------------------|--------------------------|
| Payment <input checked="" type="radio"/> Yes | Payment <input checked="" type="radio"/> R*STARS # | Payment Amount: 850.00 | Date Submitted: 3/3/2022 |
| Submitted: <input type="radio"/> No          | Type: <input type="radio"/> Check #                |                        |                          |

|  |  |                  |                  |
|--|--|------------------|------------------|
| Department Proposing Program                 | Nursing  |                  |                  |
| Degree Level and Degree Type                 | Bachelor of Science in Nursing   |                  |                  |
| Title of Proposed Program                    | Nursing (Pre-licensure)  |                  |                  |
| Total Number of Credits                      | 121  |                  |                  |
| Suggested Codes                              | HEGIS: 120300.00   | CIP: 513801.0000 |                  |
| Program Modality                             | <input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education ( <i>fully online</i> )  |                  |                  |
| Program Resources                            | <input type="radio"/> Using Existing Resources <input checked="" type="radio"/> Requiring New Resources  |                  |                  |
| Projected Implementation Date                | <input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer      Year: 2023  |                  |                  |
| Provide Link to Most Recent Academic Catalog | URL: <a href="https://www.frostburg.edu/academics/catalog/ug_catalog_092321.pdf">https://www.frostburg.edu/academics/catalog/ug_catalog_092321.pdf</a> |                  |                  |
| Preferred Contact for this Proposal          | Name: Kara Platt, DNP, RN, NEA-BC  |                  |                  |
|  | Title: Nursing Department Chair  |                  |                  |
|  | Phone: (301) 687-4731  |                  |                  |
|  | Email: <a href="mailto:knplatt@frostburg.edu">knplatt@frostburg.edu</a>  |                  |                  |
| President/Chief Executive                    | Type Name: Dr. Ronald Nowaczyk   |                  |                  |
|  | Signature:   |                  | Date: 03/15/2022 |
|  | Date of Approval/Endorsement by Governing Board: 03/02/2022  |                  |                  |

Revised 1/2021

## **Bachelor of Science in Nursing (Pre-Licensure) Program Proposal**

### **Frostburg State University**

#### **A. Centrality to Institutional Mission and Planning Priorities:**

Frostburg State University (FSU) has provided paths to success for students for over 100 years. Founded in 1898 to prepare teachers, the institution today is a public, comprehensive, residential, and regional university offering a wide array of affordable programs at the undergraduate and graduate levels. The University is, primarily, a teaching institution in which students are guided and nurtured by dedicated, highly qualified faculty and staff. Faculty members engage in wide-ranging research and scholarly activity with the goal of enhancing student learning. The University provides numerous opportunities for students to engage in community service, leadership development activities, undergraduate and graduate research, and internships. These activities serve as experiential laboratories in which students apply what they have learned in the classroom to real-world situations.

The mission of FSU is to serve as a student-centered teaching and learning institution featuring experiential learning opportunities. FSU currently offers degrees in business, education, liberal arts and sciences, and nursing that provide specialized instruction for students involved in or preparing for professional careers. These programs enhance and enrich the academic environment of the University. The programs meet local and regional workforce needs by offering opportunities for advance learning for the employees of area businesses and professions. In response to local and regional challenges across healthcare provider services, an RN to BS in Nursing was approved and implemented in 2009, a Master of Science in nursing education and leadership and management was approved and implemented in 2014, and a Master of Science in Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner was approved and implemented in 2018.

Frostburg State University president, Dr. Ronald Nowaczyk, has expressed a commitment to growing and expanding health science programs. Specifically, the University has begun the process of planning to meet the current and future workforce needs of registered nurses across the state. Developing and implementing the proposed baccalaureate of nursing for prelicensure students is explicitly identified as an action priority according to the College of Liberal Arts and Sciences 2021-2022 strategic plan (Goal #3 Develop new programs to respond to emerging needs and to workforce shortage areas. Action priority A: Continue to implement and grow the nursing programs). This goal and action priority correlates with the University's strategic plan (Goal #4 to ensure university resources and academic programs meet student and workforce expectations).

Frostburg State University is proposing an undergraduate pre-licensure baccalaureate of science in nursing to further meet local, regional, and state workforce needs. If approved, the new program would begin fall 2023. The University will become the only school in Western Maryland to offer a full baccalaureate of science in nursing, and one of six schools to offer the degree within the University System of Maryland. This new program would meet the needs of students that have already chosen FSU as their school of choice and support them in the option to fully earn a degree on FSU's campus. The goal is that this program would help increase capacity within the state so that more qualified nurses can enter the nursing profession and meet the workforce shortages across the state.

Therefore, in response to these local and regional challenges, FSU's proposed program will build upon the current undergraduate curriculum of the current RN to BSN curriculum that focuses on

professional content areas of nursing such as leadership, informatics, ethics, research, etc. The proposed program will include the above content and encompass the full range of nursing content in the areas of clinical nursing practice across the lifespan, physiology, pathophysiology, and pharmacology.

### **B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:**

According to the Bureau of Labor Statistics Employment Projections 2019-2029, registered nursing is listed among the top occupations in terms of job growth through 2029. The RN workforce is expected to grow from 3 million in 2019 to 3.3 million in 2029, an increase of 221,900 (7%). The Bureau also projects 175,900 opening for RNs each year through 2029 with retirements and workforce exits factored into the number of nurses needed in the US. According to the 2018 Strengthening Maryland's Health Care Workforce report there is a yearly average of 3,450 positions opened for Registered Nurses. USM schools are only meeting 41% of this demand with 1,421 USM degrees, and other schools in Maryland are conferring 784 degrees bringing the total to only 64% of the statewide need met between all schools in Maryland.

| Table 1: Department of Labor, Licensing, and Regulations, Maryland labor Projections 2018-2028 |                    |            |        |                  |             |        |                                       |
|--|--------------------|------------|--------|------------------|-------------|--------|---------------------------------------|
| Occ. Code  | Occupational Title | Employment |        |                  | Openings    |        | Education Value                       |
|  |                    |            |        |                  |             |        |                                       |
|  |                    | 2018       | 2028   | Change           | Replacement | Total  |                                       |
| 29-1141  | Registered Nurses  | 60,796     | 74,031 | 13,235<br>21.77% | 9,372       | 15,602 | Associate Degree<br>Bachelor's Degree |

The local need for nurses in rural western Maryland is urgent. Currently (9/29/21), there are over 70 nursing positions posted at UPMC Western Maryland. Within the last 14 days, there are over 215 full time RN position postings, within 50 miles of the University's zip code using the Indeed search engine. Letters of support with demonstrated need are included in the appendix of this proposal.

The proposed program also meets the Maryland State Plan for Postsecondary Education 2017-2021 Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements. The baccalaureate of science in nursing program at FSU will provide students will a streamlined path to complete a four-year nursing program.

### **C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:**

Registered nurses who hold a BSN are distinguished for entering the workforce with critical thinking skills, case management abilities, leadership, health promotion, and the flexibility to successfully practice in a variety of inpatient and outpatient settings. Further, Magnet hospitals in the United States require all nurse leaders and managers to hold a BSN degree or higher. The National Advisory Council on Nurse Education and Practice (NACNEP) has presented a goal of at least two-thirds of all registered nurses holding a BSN degree, but the nation remains below that goal with only 56% holding a BSN. The American Association of Colleges of Nursing (AACN) also provides data showing that patient outcomes are often significantly better when BSN nurses are present at the bedside which indicates that most inpatient settings employ BSN nurses, however, BSN nurses can work in both inpatient and outpatient settings as well as community-based public and private clinics. The proposed program will prepare BSN nurse graduates with skills in acute,

chronic, and community-based health care so they will be ready to enter the workforce upon graduation.

According to the Maryland Department of Labor, the Maryland Occupational Projections show a projection of 74,031 positions needed by 2028, which is 13,325 additional positions compared to 2018 statistics. Additionally, out of the top 200 health care occupations in Maryland, registered nurses rank as the number one health care occupation in-demand. According to the most recent data, 3,450 registered nursing positions are open annually and only 64% of those positions are being filled with graduates from the University System of Maryland nursing schools and other Maryland educational institutions. This leaves 1,242 open positions annually, indicating that every 5 years, over 6,000 registered nursing positions are vacant in Maryland.

#### **D. Reasonableness of Program Duplication:**

Currently, there are 9 schools of nursing in Maryland that offer a baccalaureate degree in nursing: Bowie State University, Hood College, Stevenson University, University of Maryland (Baltimore), Coppin State University, Morgan State University, Salisbury University, Towson University, and Washington Adventist University. These schools offer traditional baccalaureate nursing programs, in which students can enter as 1<sup>st</sup> year undergraduates and complete their pre-licensure courses through their bachelor's degrees in nursing. None of these schools are in Western Maryland. The closest university offering a similar program to the proposed program is Hood College and is 102.6 miles away from Western Maryland. The farthest is Salisbury and is 255 miles from Western Maryland.

The proposed program would offer the traditional pathway for prospective students who not only live in Western Maryland, but desire to attend Frostburg State University for a variety of reasons (sports, affordability, smaller campus). Each of the other regional universities offer a bachelor's degree within 4 years of projected program completion when students enter as 1<sup>st</sup> year undergraduates. Like our proposed program, students must complete pre-requisite and/or general education requirements prior to entering the pre-licensure nursing coursework. However, the other Maryland universities require students to live at or near the universities to complete the programs, requiring prospective students from Western Maryland to relocate to those areas or commuting to attend.

Frostburg State University currently offers a BSN degree for students who hold unencumbered Registered Nursing licenses, or who have been accepted into a community college in Maryland and desire to work on their BSN simultaneously with their pre-licensure course work. However, there is only one school of nursing, Allegany College of Maryland, in Western Maryland that offers an associate degree in nursing in which students who live in Western Maryland can commute. Additionally, due to the limited cohort sizes that Allegany College of Maryland accepts, many of the students who apply are not offered seats in their program.

| Table 2: Baccalaureate of Nursing Programs in Maryland |             |                         |                         |  |
|--|-------------|-------------------------|-------------------------|--|
| Institution  | Degree Type | Degrees Awarded in 2014 | Degrees Awarded in 2019 | First Time NCLEX Pass Rate Maryland 2019 |
| Bowie State University                                 | Bachelor    | 84                      | 55                      | 30                                       |
| Coppin State University                                | Bachelor    | 136                     | 70                      | 43                                       |
| Salisbury University                                   | Bachelor    | 86                      | 89                      | 50                                       |
| Towson University                                      | Bachelor    | 186                     | 271                     | 143                                      |
| Univ. Of MD Baltimore                                  | Bachelor    | 287                     | 411                     | 227                                      |
| Morgan State University                                | Bachelor    | 61                      | 16                      | 7  |
| Hood College   | Bachelor    | 22                      | 24                      | 13                                       |
| Johns Hopkins University                               | Bachelor    | 278                     | ---                     | -----                                    |
| Notre Dame of Maryland University                      | Bachelor    | 143                     | 95                      | 17                                       |
| Sojourner-Douglass College                             | Bachelor    | 68                      | 0                       | 0  |
| Stevenson University                                   | Bachelor    | 181                     | 182                     | 50                                       |
| Washington Adventist University                        | Bachelor    | 82                      | 57                      | 34                                       |
| Total  |             | 1,614                   | 1,270                   | 614                                      |

Maryland educational institutions awarded 344 less BSN degrees in 2019 than were awarded in 2014. The most recent first-time NCLEX pass rate indicates that only about half of Maryland graduates received their RN licensure in 2019. It is not known whether the remaining graduates delayed sitting for their NCLEX testing or if they tested out of state. However, we know that this number falls short in meeting the open registered nurse positions in the state of Maryland. Currently, FSU has an estimated 125 pre-nursing students, and this number has grown each year since beginning the current collaborative program with ACM (Allegany College of Maryland) in 2016. However, ACM's capacity does not support both the community applicants and the FSU applicants. FSU's proposed BSN program offers greater opportunity and capacity for pre-nursing students to become nursing students. This program can increase the number of Maryland BSN graduates, which predictively will increase the number of Maryland registered nurse licensees. This will help decrease the gap between the number of graduates and the projected number of open positions.

#### **E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

There are four Historically Black Institutions located in the state of Maryland; Morgan State University (Baltimore City), Bowie State University (Prince George's County), University of Maryland Eastern Shore in Princess Anne (Somerset County), and Coppin State University (Baltimore City). While Bowie, Coppin, and Morgan State Universities offer a comparable program to FSU's proposed traditional BSN degree, none of these schools reach rural, western Maryland, including Garrett, Allegany, and Washington Counties. University of Maryland Eastern Shore does not offer nursing programs. Even with Bowie, Coppin, and Morgan State Universities offering similar programs the state of Maryland is still not meeting the demand for nurses. With the proposed program being in a rural location and geographically far from these schools, it is not anticipated that this program would impact their enrollment.

#### **F. Relevance to the identity of Historically Black Institutions (HBIs)**

There is no impact on the institutional identities and mission of HBIs as this program will be at an institution in rural western Maryland.

**G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes** (as outlined in COMAR 13B.02.03.10)

The curriculum for the pre-licensure baccalaureate of science in nursing program is based on the AACN Essentials (2021). The goal of this program is to prepare nursing students to enter a complex healthcare environment and provide safe, quality care based on evidence-based practice with a high level of ethical and professional integrity. All coursework will be completed on FSU campus within the new Education and Health Sciences building, that is currently under construction and slated to open in 2022. Clinical practicums will be completed at local healthcare facilities including UPMC Western Maryland, and other community agencies.

Faculty for the proposed program are all clinically and experientially prepared within the content areas that they will teach. All faculty are doctoral prepared or in progress of doctoral degrees and have a variety of experience in clinical nursing roles. All faculty are listed on Table 7.

**Mission**

To prepare the individuals to be a professional health care practitioner who provide compassionate care that is based on scientific evidence and who serves as the link between the patient (individual, family, community, or population) and the health care environment across the lifespan. This program provides student-centered learning experiences in a supportive community to prepare registered nurses to assume leadership positions, manage complex clinical care, and prepare graduates to assume responsibility and accountability for health promotion of citizens withing the community and across the nation.

**Vision**

The Department of Nursing at Frostburg State University strives to be the program of choice for prospective nurses and nurses in Maryland and the surrounding region who choose to pursue an undergraduate or graduate degree in Nursing. Its graduates will demonstrate critical thinking, collaboration with other health care professionals, and willingness to engage individuals, families, and communities in making decisions about their health.

**Program Outcomes**

Upon completion of the program students will be able to:

1. Utilize critical thinking to address professional practice and patient care issues.
2. Apply leadership concepts and collaborative strategies to the process of nursing care delivery.
3. Utilize quality improvement and safety management principles in clinical nursing practice.
4. Identify and apply basic elements of nursing research.
5. Integrate scientific evidence with clinical judgment and patient preference to improve patient outcomes.
6. Demonstrate safe use of technology to improve patient care.
7. Describe the ethical, legal, political and financial influences on the delivery of patient care.
8. Demonstrate interpersonal communication skills and collaborative strategies that support the delivery of interdisciplinary, patient centered care.

9. Provide evidence-based, preventative health care to families, communities, and vulnerable populations in community-based settings.
10. Demonstrate the knowledge, skills, and attributes of professional nursing practice.

Current BSN student learning outcomes are based on the AACN Essentials (2021) and link seamlessly with the FSU Undergraduate learning goals.

| Table 3: Curricular Alignment with Program, FSU, AACN |  |  |   |
|---|--|--|---|
| AACN Essential Domain                                 | BSN Student Learning Goals   | FSU Undergraduate Learning Goals   | Course Example  |
| Knowledge for Nursing Practice                        | Utilize critical thinking to address professional practice and patient care issues.  | Demonstrate technical and analytic skills that are appropriate to your field of study and applicable to future careers.                      | NURS 301, 302, 303, 315, 415, 417, 419, 421, 423, 425 |
| Person-Centered Care                                  | Integrate scientific evidence with clinical judgment and patient preference to improve patient outcomes.   | Demonstrate the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds. | NURS 303, 315, 415, 417, 419, 421, 423, 425           |
| Population Health                                     | Provide evidence-based, preventative health care to families, communities and vulnerable populations in community-based settings.                  | Demonstrate the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds. | NURS 315, 415, 417, 419, 421, 423                     |
| Scholarship for the Nursing Discipline                | Identify and apply basic elements of nursing research.   | Comprehend and apply various research methods to evaluate information critically.  | NURS 402  |
| Quality and Safety                                    | Utilize quality improvement and safety management principles in clinical nursing practice.   | Use problem-defining and problem-solving skills by synthesizing ideas within and across disciplines.   | NURS 406, 315, 415                                    |
| Interprofessional Partnerships                        | Demonstrate interpersonal communication skills and collaborative strategies that support the delivery of interdisciplinary, patient centered care. | Apply different methods of inquiry from various perspectives and disciplines to gather information.  | NURS 303, 315, 415, 417, 419, 421, 423, 425           |
| System- Based Practice                                | Describe the ethical, legal, political and financial influences on the delivery of patient care.   | Apply different methods of inquiry from various perspectives and disciplines to gather information.  | NURS 303, 315, 415, 417, 419, 421, 423, 425           |
| Informatics and Healthcare Technologies               | Demonstrate safe use of technology to improve patient care.  | Use technological resources to access and communicate relevant information.  | NURS 404  |
| Professionalism                                       | Demonstrate the knowledge, skills and attributes of  | Make professional and personal judgments based on  | NURS 403, 406, 486, 485                               |



|  |   |   |                         |
|--|---|---|-------------------------|
|  | professional nursing practice.  | ethical considerations and societal values.                                   |                         |
| Personal, Professional, and Leadership Development | Apply leadership concepts and collaborative strategies to the process of nursing care delivery. | Demonstrate competencies and achievements appropriate to your field of study. | NURS 403, 406, 485, 486 |

### Admission/Graduation Requirements

Admission to the proposed program is based on holistic admission criteria. Minimum criteria for admission include 3.0 cumulative GPA, completion of admission test, and completion of application. Using the applications materials prospective students will be rated using an admission rubric point system to reflect student success in specific criteria such as GPA in math and science courses, score of admission exam, experience in the field through job shadowing or work, quality of essay and video submission, and quality of recommendation letters. In addition to admission requirements students must complete an American Heart Associate Basic Life Support course and receive certification prior to starting nursing courses. Students must also pass criminal background checks and drug screenings prior to starting clinical rotations.

| Table 4: Admission Criteria  |   |
|--|---|
| Admission Requirements   | Graduation Requirements   |
| <ul style="list-style-type: none"> <li>• Minimum cumulative GPA 3.0</li> <li>• Valid admission test results (HESI A2 exam)</li> <li>• Two letters of recommendation</li> <li>• Personal statement video presenting students desire to become a nurse.</li> <li>• Short essay reflecting on students' skill and ability to be successful within the program.</li> <li>• Students will be required to have a valid AHA Basic Life Support certification prior to entering nursing courses.</li> <li>• Students must pass criminal background check and drug screening prior to entering clinical rotations.</li> </ul> | Completion of all general education requirements. Completion of all nursing courses with a grade of "C" or better to count toward the degree. |

It is anticipated the number of applicants will far exceed the capacity of 30 students per cohort. In order to rank applicants, a rubric will be used when reviewing applications to identify students that have excelled academically (GPA and admission exam), excelled in professional development (job shadowing, work experience, campus involvement), and presentation of themselves (video, short essay, and letters of recommendation).

### Curricular Overview

The BSN program curriculum is based on the 2021 AACN *The Essentials: Core Competencies for Professional Nursing Education*. According to AACN "nursing education for the 21<sup>st</sup> century ought to reflect a number of contemporary trends and values and address several issues to shape the future

workforce, including diversity, equity, and inclusion; four spheres of care; system-based practice; informatics and technology; academic-practice partnerships; and career-long learning” (AACN Essentials 2021). The proposed curriculum is designed to prepare students to enter the complex healthcare environment with all the tools and knowledge to provide safe quality care and build long lasting careers in the field of nursing.

After successful completion of the required 121 credits, graduates will be eligible to sit for NCLEX-RN licensure examination. Upon passing the NCLEX licensure examination, graduates will be able to take on a variety of nursing roles in areas such as acute care, community health, long term care, etc.

| Table 5: Bachelor of Science in Nursing (Pre-Licensure) Program    |   |   |       |
|--|---|---|-------|
| Degree Requirements  |   |   |       |
| Curriculum Overview  |   |   |       |
| General Education Requirements (41 credits)                        |   | Additional Pre-requisite Requirements (15 credit) |       |
| ENGL 101 Freshman Composition                                      | 3 | BIOL 304 Microbiology                             | 4     |
| ENGL 308 Advanced Composition                                      | 3 | BIOL 322 Anatomy Physiology I                     | 4     |
| MATH 109 Elements Prob. And Statistic                              | 3 | BIOL 323 Anatomy Physiology II                    | 4     |
| Fine Art   | 3 | PSYC 208 Intro. Lifespan Development              | 3     |
| Humanities   | 6 |   |       |
| BIOL 149 General Biology I   | 4 |   |       |
| CHEM 150 General, Organic Biochemistry                             | 4 |   |       |
| PSYC 150 General Psychology  | 3 |   |       |
| SOCI 100 Introduction to Sociology                                 | 3 |   |       |
| IDIS 150 First-Year Colloquium                                     | 3 |   |       |
| EXSS 200 Nutrition   | 3 |   |       |
| Identity & Difference  | 3 |   |       |
| Nursing Didactic Courses   |   |   |       |
| 49 Credits<br><br>(ILL= 2 credits/60hours)                         |   | Credits   | Hours |
| NURS 301 Principles of Pharmacology (LEC)                          |   | 3   | 30    |
| NURS 302 Pathophysiology & Health Assessment Across Lifespan (ILL) |   | 4   |       |
| NURS 303 Foundations of Clinical Care (LEC)                        |   | 3   |       |
| NURS 315 Nursing Care and Management of Adults I (LEC)             |   | 5   |       |
| NURS 415 Nursing Care and Management of Adults II (LEC)            |   | 3   |       |
| NURS 417 Maternal Nursing Care (LEC)                               |   | 3   |       |
| NURS 419 Pediatric Nursing Care (LEC)                              |   | 3   |       |
| NURS 421 Psychiatric and Mental Health Nursing Care (LEC)          |   | 3   | 30    |
| NURS 423 Population Health (LEC)                                   |   | 3   |       |
| NURS 425 Transition of Care for the Complex Patient (ILL)          |   | 4   |       |
| NURS 402 Nursing Research and Evidenced Based Practice (LEC)       |   | 3   |       |
| NURS 403 Elements of the Professional Nursing Role (LEC)           |   | 3   |       |
| NURS 404 Nursing Informatics (LEC)                                 |   | 3   |       |
| NURS 406 Leadership for Quality and Safety (LEC)                   |   | 3   |       |
| NURS 486 Pre-licensure Capstone (LEC)                              |   | 3   |       |
| Nursing Practicum and Lab Courses                                  |   |   |       |

| Practicum= 12 credits/ 540 hours      Lab=4 credits/120 hours | Credits | Hours |
|---|---------|-------|
| NURS 304 Foundations of Clinical Care Practicum               | 2       | 90    |
| NURS 316 Nursing Care and Management of Adults I Practicum    | 2       | 90    |
| NURS 416 Nursing Care and Management of Adults II Practicum   | 2       | 90    |
| NURS 418 Maternal Nursing Care Practicum                      | 1       | 45    |
| NURS 420 Pediatric Nursing Care Practicum                     | 1       | 45    |
| NURS 422 Psychiatric and Mental Health Nursing Care Practicum | 1       | 45    |
| NURS 424 Population Health Practicum                          | 2       | 90    |
| NURS 307 Clinical Skill Lab I                                 | 3       | 90    |
| NURS 308 Clinical Skill Lab II                                | 1       | 30    |
| NURS 485 Senior Immersion Practicum                           | 1       | 45    |
| Total   | 121     | 720   |

## Course Descriptions

### NURS 301 Principles of Pharmacology- 3 credits

The purpose of this course is to examine pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance, and restoration of wellness in diverse individuals. This course introduces pharmacology that integrates the concepts of physiology, pathophysiology, chemistry, and nursing foundations. Emphasis is on the principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics in the treatment of selected illnesses. Lifespan, cultural, legal and ethical considerations, evidence for best practice, patient safety, and critical thinking are integrated throughout the course. Dosage calculations are evaluated for competency. Three cr. lecture. Variable

### NURS 302 Pathophysiology & Health Assessment Across Lifespan- 4 credits

This course will focus on basic principles and processes that are important for a contemporary understanding and physical assessment of common disease throughout the lifespan. Emphasis is placed on the most common alterations according to body symptoms. Content builds on basic anatomy and physiology, microbiology, and chemistry courses previously taken. This course allows students to acquire the knowledge, skills, and attitudes necessary to perform a patient health assessment. Four cr. ILL. Variable

### NURS 303 Foundations of Clinical Care- 3 credits

This course provides a foundation for the art and science of professional nursing practice utilizing a comprehensive approach that emphasizes critical thinking, clinical reasoning, clinical judgment, and evidence-based practice to provide patient-centered care. Concentrating on nursing concepts and essential clinical skills fundamental to professional nursing practice, the focus is on providing safe, quality care to promote the health and well-being of clients to achieve the best possible health outcomes. Blending Quality and Safety Education for Nurses (QSEN) competencies and utilizing the nursing process, this course will incorporate scientific knowledge, technical competency, and interpersonal skills of professional nursing practice to meet the needs of diverse clients across the lifespan. Three cr. lecture. Fall. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 304, NURS 307

### NURS 304 Foundations of Clinical Care Practicum- 2 credits

Practicum experiences provide the opportunity to combine nursing concepts with essential nursing skills by applying the nursing process in a practice setting to provide quality care in a safe and efficient manner to promote the health and well-being of clients to achieve the best possible health outcomes. This course expands the foundation of the art and science of professional nursing practice utilizing a comprehensive approach that emphasizes critical thinking, clinical reasoning, clinical judgment, and evidence-based practice to provide patient-centered care. This course focuses on the application of scientific knowledge, technical competency, and interpersonal skills of professional nursing practice to meet the needs of diverse clients across the lifespan. Two cr. Fall. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 303, NURS 307

### **NURS 307 Clinical Skill Lab I- 3 credits**

This course focuses on clinical nursing skills and utilizes a comprehensive approach that emphasizes critical thinking, clinical reasoning, clinical judgment, and evidence-based practice to prepare students to perform clinical nursing skills required to provide patient-centered care. Blending Quality and Safety Education for Nurses (QSEN) and utilizing the nursing process, this course will incorporate scientific knowledge, technical competency, and interpersonal skills required to perform the nursing skills foundational to professional nursing practice. Three cr. Fall. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 303, NURS 304

### **NURS 308 Clinical Skill Lab II- 1 credit**

This course focuses on clinical nursing skills and utilizes a comprehensive approach that emphasizes critical thinking, clinical reasoning, clinical judgment, and evidence-based practice to prepare students to perform clinical nursing skills required to provide patient-centered care. Blending Quality and Safety Education for Nurses (QSEN) and utilizing the nursing process, this course will incorporate scientific knowledge, technical competency, and interpersonal skills required to perform the nursing skills for professional nursing practice. This course builds upon knowledge obtained in Skills Lab 1: Clinical Skills: Foundations of Clinical Care. One cr. Spring. Pre-requisite NURS 301, NURS 302. Co-requisite NURS, 315, NURS 316

### **NURS 315 Nursing Care and Management of Adults I- 5 credits**

This medical surgical course introduces holistic nursing care of adults/geriatric experiencing acute and chronic illness. This course focuses on health promotion and the biological, psychological, and sociological needs encountered by patients experiencing common and predictable medical-surgical problems. The nursing process is used as the framework to organize and deliver nursing care. Critical thinking is the basis for decision making regarding planning, intervention, and evaluation of nursing care. Cultural and psychosocial influences are considered in the care of diverse patient populations. This course includes clinical experience to allow the student the opportunity to apply theoretical concepts in clinical practice with diverse populations. Five cr. lecture. Spring. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 308, NURS 316

### **NURS 316 Nursing Care and Management of Adults I Practicum- 2 credits**

Practicum experiences provide the opportunity to combine nursing concepts with essential nursing skills by applying the nursing process in a practice setting to provide quality care in a safe and efficient manner to promote the health and well-being of clients to achieve the best possible health outcomes. This course expands the foundation of the art and science of professional nursing practice utilizing a comprehensive approach that emphasizes critical thinking, clinical reasoning, clinical judgment, and evidence-based practice to provide patient-centered care. This course

focuses on the application of scientific knowledge, technical competency, and interpersonal skills of professional nursing practice to meet the needs of diverse clients across the lifespan. The course builds on concepts learned in Foundations of Clinical Care. Two cr. Spring. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 308, NURS 316

**NURS 402 Nursing Research and Evidenced Based Practice- 3 credits**

Theory and methods of qualitative and quantitative research provide basic knowledge for reading and understanding nursing research. Theory and concepts of evidence based nursing practice, including formulating a clinical problem, identifying sources of evidence, using clinical guidelines, disseminating evidence, and motivating for change based on scientific evidence. Three cr. lecture. Every semester. Pre-requisite MATH 109.

**NURS 403 Elements of the Professional Nursing Role- 3 credits**

Implementation of the professional nursing role within the rapidly changing healthcare system. Identifying shifting demographic and social trends while maintaining caring and compassionate values. Focuses on concepts such as patient centered care; interdisciplinary collaboration; elements of safe, quality care; nursing diversity in roles, organizations, and culture; and finally, professional identity and image. Three cr. Lecture. Every Semester.

**NURS 404 Nursing Informatics- 3 credits**

Prepares the nurse to integrate and translate selected technologies and their application, the electronic health record, and policies governing privacy, confidentiality, and security as it relates to complex decision making and the promotion of safe, quality and effective care. Three cr. lecture. Every semester. Tech. Fluency.

**NURS 406 Leadership for Quality and Safety- 3 credits**

Examination of leadership skills necessary to understand and develop a culture of quality and safe patient care. Concepts include decision-making, conflict resolution, communication, motivation, organizational structure, resource management, quality improvement processes and instruments, and tools for safeguarding patients. These concepts form the basis for examination of quality improvement approaches, nurse sensitive indicators, and safety principles, in addition to national quality and safety initiatives. Three cr. lecture. Every Semester.

**NURS 415 Nursing Care and Management of Adults II- 3 credits**

This advanced medical surgical course incorporates and builds on previously learned knowledge from the Medical-Surgical 1 course. This medical surgical course advances comprehensive nursing care and health promotion of the culturally diverse adult/geriatric medical-surgical patient experiencing acute and chronic illness. The nursing process is used as the framework to further organize, prioritize, and deliver nursing care. Critical thinking and clinical reasoning are the basis for decision making about planning, intervention, and evaluation of nursing care in clients with medical surgical disorders. Cultural and psychosocial concepts are applied in the care of diverse populations. This course includes clinical experience to provide students with opportunities to apply theoretical concepts in clinical practice with diverse populations. Three cr. lecture. Fall. Pre-requisite NURS 308, NURS 315, NURS 316. Co-requisite NURS 416

**NURS 416 Nursing Care and Management of Adults II Practicum - 2 credits**

Practicum experiences provide the opportunity to combine nursing concepts with essential nursing skills by applying the nursing process in a practice setting to provide quality care in a safe and efficient manner to promote the health and well-being of clients to achieve the best possible health

outcomes. This course expands the foundation of the art and science of professional nursing practice utilizing a comprehensive approach that emphasizes critical thinking, clinical reasoning, clinical judgment, and evidence-based practice to provide patient-centered care. This course focuses on the application of scientific knowledge, technical competency, and interpersonal skills of professional nursing practice to meet the needs of diverse clients across the lifespan. The course builds on concepts learned in Foundations of Clinical Care and Nursing Care and Management of Adults: Medical Surgical I Practicum. Two cr. Fall. Pre-requisite NURS 308, NURS 315, NURS 316. Co-requisite NURS 415

#### **NURS 417 Maternal Nursing Care- 3 credits**

This course will focus on the role of nurses in health promotion and disease prevention for women's health. In this course the student will learn about women during the different stages of their lives including reproductive growth and changes, childbearing, and menopausal periods. A study of the biological, physiological, and sociological concepts applicable to the basic needs of the family, including childbearing and neonatal care. Three cr. lecture. Fall. Pre-requisite NURS 303, NURS 304, NURS 307. Co-requisite NURS 418

#### **NURS 418 Maternal Nursing Care Practicum 1 credit**

This practicum course will focus on clinical learning experiences consisting of appropriately assessing, planning, educating, and advocating for women during their childbearing years. Students will experience maternal nursing by completing simulation activities and work in the maternity areas of local healthcare facilities and offices. One cr. Every Fall. Pre-requisite NURS 303, NURS 304, NURS 307. Co-requisite NURS 417.

#### **NURS 419 Pediatric Nursing Care- 3 credits**

This course will focus on the role of the nurse in health promotion and disease prevention for children and their families. In this course, the student will learn about the developmental stages of the pediatric patient and common childhood problems will be investigated in a variety of health care settings. The student will examine the biological, physiological, and sociological concepts applicable to the basic needs of children and their families. Three cr. Lecture. Fall. Pre-requisite NURS 303, NURS 304, NURS 307. Co-requisite NURS 420

#### **NURS 420 Pediatric Nursing Care Practicum- 1 credit**

This practicum course will focus on clinical learning experiences consisting of appropriately assessing, planning, educating, and advocating for children and their families. Students will experience pediatric nursing by completing simulation activities and in a variety of healthcare facilities and offices. One cr. Fall. Pre-requisite NURS 303, NURS 304, NURS 307. Co-requisite NURS 419.

#### **NURS 421 Psychiatric and Mental Health Nursing Care - 3 credits**

This course provides students with an essential understanding of theoretical and evidence-based nursing principles in the care of clients with psychiatric and mental health disorders. Emphasis is placed on the application of the nursing process, including critical thinking, therapeutic nursing interventions, and the effective use of interpersonal skills for communication with mental health clients. The course offers an integrated approach to care, including psychosocial concepts; cultural, ethical, and legal influences; and wellness of individuals and family groups. Three cr. lecture. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 422

### **NURS 422 Psychiatric and Mental Health Nursing Care Practicum- 1 credit**

This practicum course will focus on clinical learning experiences consisting of appropriate assessment, planning, therapeutic communication, educating, applying clinical judgement in the care of mental health patients. Students will experience psychiatric and mental health nursing by completing simulation activities, case studies, and work in the mental health areas of inpatient and outpatient. 1cr. Practicum. Variable Pre-requisite NURS 301, NURS 302. Co-requisite NURS 421

### **NURS 423 Population Health- 3 credits**

Clinical learning experiences consist of appropriately assessing, planning, educating, and advocating for community clients. Students will learn to differentiate community and public health-based nursing from acute care-based nursing by collaborating with community-based agencies and services and serving as a community educator and/or advocate. Three cr. Lecture. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 424

### **NURS 424 Population Health Practicum - 2 credits**

Clinical learning experiences consist of appropriately assessing, planning, educating, and advocating for community clients. Students will learn to differentiate community and public health-based nursing from acute care-based nursing by collaborating with community-based agencies and services and serving as a community educator and/or advocate. Two cr. Variable. Pre-requisite NURS 301, NURS 302. Co-requisite NURS 423

### **NURS 425 Transition of Care for the Complex Patient-4 credits**

This course focuses on nursing care of individuals across the life span who are experiencing transitions requiring complex nursing judgment and interventions. It provides an opportunity to integrate learning within varied environments, including acute care settings and non-institutional settings in partnership with patients and other professionals. This course continues to develop the role of the professional nurse as a provider of culturally responsive patient-centered care, patient safety advocate, and member of health care team to meet the emergent needs in the care of the complex patient. This course prepares the nurse to provide care in settings where outcomes are less predictable. Four cr. ILL. Variable. Pre-requisite NURS 301, NURS 302

### **NURS 485 Senior Immersion Practicum- 1 credit**

This course prepares the student to assume the professional nursing role in a complex health care delivery system. The student will synthesize knowledge from all previous nursing courses to manage care in an area of clinical practice consistent with their career goals. One hr. practicum. Every semester. Pre-Requisite Department Approval.

### **NURS 486 Pre-licensure Capstone- 3 credits**

Represents the synthesis of theoretical and clinical knowledge and skills for the professional baccalaureate- prepared nurse. Focuses on the skills needed to transition from nursing student to practicing nurse, such as NCLEX examination preparation, applying for licensure, building resume and interview skills, and developing a professional development plan for lifelong learning and growth. Three cr. Variable. Pre-requisite Department Approval

| Table 6: Bachelor of Science in Nursing<br>8-Semester Plan |          |   |          |   |
|--|----------|---|----------|---|
| Year 1   | Fall     |   | Spring   |   |
|  | ORIE 101 | 1 | Fine Art | 3 |

|        |                                   |    |                                      |    |
|--------|-----------------------------------|----|--------------------------------------|----|
|        | IDIS 150 First-Year Colloquium    | 3  | Humanities                           | 3  |
|        | ENG 101 Freshman Composition      | 3  | CHEM 150 General, Organic            | 4  |
|        | MATH 109 Elements of Prob.        |    | Biochemistry                         | 3  |
|        | Statistics                        | 3  | SOCI 100 Introduction to Sociology   | 3  |
|        | BIOL 149 General Biology I        | 4  | PSYC 150 General Psychology          |    |
|        | Total                             | 14 |                                      | 16 |
| Year 2 | Fall                              |    | Spring                               |    |
|        | EXSS 200 Nutrition                | 3  | ENG 308 Advanced Composition         | 3  |
|        | Identity & Difference             | 3  | BIOL 323 Anatomy and Physiology II   | 4  |
|        | BIOL 304 Microbiology             | 4  | PSYC 208 Intro. to Lifespan          | 3  |
|        | BIOL 322 Anatomy & Physiology I   | 4  | Development                          | 3  |
|        |                                   |    | Humanities                           | 3  |
|        |                                   |    | NURS 403 Elements of Professional    |    |
|        |                                   |    | Nursing Role                         |    |
|        | Total                             | 14 |                                      | 16 |
| Year 3 | Fall                              |    | Spring                               |    |
|        | NURS 301 Principles of            | 3  | NURS 315 Nursing Care and            | 5  |
|        | Pharmacology                      | 4  | Management of Adults I               |    |
|        | NURS 302 Pathophysiology & Health |    | NURS 316 Nursing Care and            | 2  |
|        | Assessment                        | 3  | Management of Adults I Practicum     |    |
|        | NURS 303 Foundations of Clinical  | 2  | NURS 421 Psychiatric and Mental      | 3  |
|        | Care                              |    | Health Nursing Care                  |    |
|        | NURS 304 Foundations of Clinical  | 3  | NURS 422 Psychiatric and Mental      | 1  |
|        | Care Practicum                    |    | Health Nursing Care Practicum        |    |
|        | NURS 307 Clinical Skill Lab I     |    | NURS 308 Clinical Skill Lab II       | 1  |
|        |                                   |    | NURS 406 Leadership for Quality and  | 3  |
|        |                                   |    | Safety                               |    |
|        | Total                             | 15 | Total                                | 15 |
| Year 4 | Fall                              |    | Spring                               |    |
|        | NURS 415 Nursing Care and         | 3  | NURS 423 Population Health           | 3  |
|        | Management of Adults II           |    | NURS 424 Population Health Practicum | 2  |
|        | NURS 416 Nursing Care and         | 2  | NURS 425 Transition of Care for the  | 4  |
|        | Management of Adults II Practicum |    | Complex Patient                      |    |
|        | NURS 417 Maternal Nursing Care    | 3  | NURS 485 Senior Immersion Practicum  | 1  |
|        | NURS 418 Maternal Nursing Care    | 1  | NURS 402 Nursing Research and        | 3  |
|        | Practicum                         |    | Evidence Based Practice              |    |
|        | NURS 419 Pediatric Nursing Care   | 3  | NURS 486 Pre-Licensure Capstone      |    |
|        | NURS 420 Pediatric Nursing Care   | 1  |                                      | 3  |
|        | Practicum                         |    |                                      |    |
|        | NURS 404 Nursing Informatics      | 3  |                                      |    |
|        | Total                             | 16 | Total                                | 16 |

### Accreditation Requirements

The new program will require outside accreditation from the American Association of Colleges of Nursing (AACN) accrediting agency, the College of Collegiate Nursing Education (CCNE) that ensures quality and integrity of baccalaureate and graduate programs in nursing to contribute to the improvement of the public's health.



The Commission serves the public interest by assessing and identifying programs that engage in effective educational practices. As a voluntary, self-regulatory process, CCNE accreditation supports and encourages continuing self-assessment by nursing programs and supports continuing growth and improvement in collegiate professional education and post-baccalaureate nurse residency programs (AACN, 2011).

Frostburg State University has received and maintained successful CCNE accreditation for the current RN to BSN program since 2011, with the most recent reaccreditation in 2016 that does not expire until 2026. FSU also has received and maintained CCNE accreditation for the graduate concentrations that does not expire until 2029. The proposed program will be submitted to CCNE as a substantive change to the current baccalaureate program offerings.

### **Student Orientation**

The Department of Nursing will provide an orientation session, nursing student handbook, and link to the University Undergraduate catalog to all students accepted into the baccalaureate nursing program. Within these sessions and documents students will have access to all degree requirements, nature of faculty/student interactions, technology requirements, policies and procedures related to financial aid and student billing, and links to student resources.

### **Ethics in Student Recruitment**

In compliance with COMAR 10.27.03.14.3.d (10) the Department of Nursing has a clear Ethics in Student Recruitment Policy. This policy assures that advertising, recruiting, and admission materials will clearly and accurately reflect the proposed and current FSU nursing programs. This policy specifies that all recruitment materials including but not limited to print ads, brochures, website, etc. accurately depict the programs available and the admission requirements for each program.

### **H. Adequacy of Articulation- N/A**

### **I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).**

FSU is primarily a teaching institution. The faculty is expected to provide 24 credit hours of teaching per academic year, service to the department, institution, community, and profession/practice. In respect to this discipline, it is expected that faculty maintain expertise in their field either through continuing education and/or practice. Faculty are expected to bring their expertise into the classroom to provide real-world application of course content to students through the curriculum ultimately meeting CCNE standards.

FSU's Center for Teaching Excellence hosts yearly training and professional development events related to teaching pedagogy and best practices. Annually they host a regional conference on teaching and learning, annual teaching orientations for new faculty, and periodic workshops on various topics throughout the academic year. Additionally, FSU's Office of Information Technology hosts a regional conference on best practices in education technology.

Within the Department of Nursing, faculty are encouraged and supported to attend a variety of conferences and training that are offered across the state and nationally related to nursing education and clinical practice. Many faculty members hold specialty certifications and licensures that require continuing education.

While the nursing faculty resources have been calculated to meet the increased enrollment within the nursing major, it is important to note that we do expect to see an increase in enrollments across the campus in general education courses. It is anticipated that there will be an increase in students attending FSU as pre-nursing majors. During this pre-nursing timeframe students take general education and program pre-requisites. Biology has been identified as an area where additional faculty will be needed to support the program, students will complete 16 credits within the biology department. Letter of support from the Chair of the Biology Department has been included in Appendix C.

## **Faculty**

Current full-time tenure track, non-tenure track faculty, and part-time adjunct faculty that are both academically and experientially qualified to instruct within this proposed program:

Jill Buterbaugh, Associate Professor in the Department of Nursing, RN, Associate Degree, Allegany College of Maryland; B.S. in Nursing, University of Pittsburg at Johnstown.; M.S. in Nursing, Widener University; DNP, Salisbury University. ANCC Board Certified Family Nurse Practitioner. Expertise in medical-surgical nursing, primary care leadership, quality and safety.

Stefanie Hay, Associate Professor in the Department of Nursing, RN, A.S., Allegany College of Maryland; B.S. in Nursing, M.S. in Nursing Thomas Edison State College, New Jersey, Ed.D, Frostburg State University. Expertise in pediatrics, informatics, education.

Audra Houser, Assistant Professor in the Department of Nursing, RN, A.S., Allegany College of Maryland; B.S. in Nursing, M.S. in Nursing University of Maryland; DNP candidate University of Maryland School of Nursing. AANP Board Certified Family Nurse Practitioner. Expertise in medical-surgical nursing, primary care, leadership, quality and safety.

Mary Beth McCloud, Associate Professor in the Department of Nursing, RN, A.S., Allegany College of Maryland, B.S. in Nursing West Virginia University; MSN Western Governors University; PhD, Medical University of South Carolina. Expertise in maternal child health, medical-surgical nursing, research, and education.

Lauren Pelesky, Lecture in the Department of Nursing, RN, A.S., Allegany College of Maryland; B.S. in Nursing Frostburg State University; M.S. in Nursing, University of Maryland; DNP student Salisbury University. Expertise in maternal child health, population health, leadership.

Kara Platt, Associate Professor and Chair of the Department of Nursing, RN, B.S. in Nursing Shenandoah University, M.S. in Nursing University of Maryland; DNP, Johns Hopkins University. Expertise in maternal child health, leadership, management, health policy, population health.

Lindsey Staggers-Gardner, Assistant Professor in the Department of Nursing, RN, B.S. in Nursing Mountain State University; M.S. in Nursing West Virginia University; DNP candidate Maryville University. AANP Board Certified Family Nurse Practitioner. Expertise in mental health, medical-surgical nursing, primary care, research.

Jaime Striplin, Assistant Professor in the Department of Nursing, RN, A.S., Allegany College of Maryland; B.S. in Nursing Towson University; M.S. in Nursing, Towson University; EdD student Frostburg State University. Expertise in medical-surgical nursing, population health.

Table 7: Faculty Resources for Bachelor of Nursing Program

| Faculty Member           | Terminal Degree | FT or PT | Courses                 |
|--------------------------|-----------------|----------|-------------------------|
| Jill Buterbaugh          | DNP             | FTT      | NURS 301                |
| Mary Beth McCloud        | PhD             | FTT      | NURS 423, 424, 486      |
| Lindsey Staggers-Gardner | MSN             | FTTT     | NURS 315, 316, 421, 422 |
| Stefanie Hay             | EdD             | FTT      | NURS 404, 406           |
| Audra Houser             | MSN             | FTTT     | NURS 302, 415, 416, 425 |
| Jaime Striplin           | MSN             | FTTT     | NURS 303, 403, 304      |
| Kara Platt               | DNP             | FTT      | NURS 417, 402,          |
| Lauren Pelesky           | MSN             | PT       | NURS 418, 485           |
| Additional Faculty       |                 |          | NURS 307, 308, 419, 420 |

#### J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

The Lewis J. Ort Library at FSU provides resources for the current online RN-BSN and MSN students as well as those enrolled in the Family Nurse Practitioner and Psychiatric & Mental Health Nurse Practitioner programs. The library holds licensure to the following databases: AccessMedicine, CINAHL Plus with Full Text, HealthSource: Consumer Edition, HealthSource: Nursing/Academic Edition, JSTOR Life Sciences Collection, MEDLINE/PubMed, Nursing & Allied Health Premium, PsycARTICLES, PsycINFO, and UpToDate. Additionally, the library also subscribes to several multidisciplinary databases such as Academic Search Ultimate, Dissertations & Theses Global, Nexis Uni, and Web of Science that contain articles related to nursing and medicine. The library also maintains current subscriptions to a variety of nursing specific journals. The use of current subscriptions is assessed and the need for additional electronic journals is considered on a yearly basis and will be discussed with the library supported by the revenue generated by enrollments.

The library has access to over 75 electronic databases that include approximately 72,000 full-text journals, magazines, and newspapers, and provides direct links to more than 70,000 additional open access periodicals. Over 245,000 electronic books and 25,000 on-demand streaming videos are also made available to students, faculty, and staff. The OneSearch interface supporting the databases is accessible through the internet and is available to all registered Library users from anywhere in the world on a 24 hour/ 7-day basis. The cooperative sharing program between University System of Maryland (USM) institutions provides students, faculty, and staff with borrowing privileges from any USM library. Additionally, an interlibrary loan service is available to provide expedited processing of research materials from other libraries.

The library provides a dedicated librarian liaison to the Nursing Department who maintains an online nursing subject guide that gives students easy access to Library services, databases and journals, and various nursing and medicine specific websites. The Ort Library also provides video tutorials on how to use various services as well as how to access and effectively use the databases. In the event a student needs further assistance with accessing resources, they may call, email, or use a chat service to connect with a reference librarian.

**K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment** (as outlined in COMAR 13B.02.03.13)

The new Education and Health Sciences Center has begun to take shape on campus. Scheduled for completion in the summer of 2022, this new building will house the College of Education, the disciplines of Kinesiology and Education, Nursing and Health Sciences. It will also be the new home for the Brady Health Center and Counseling and Psychological Services (CAPS), uniting the student healthcare operations in modern surroundings.

Nursing will have dedicated faculty office, classroom, and simulation lab spaces. Staff and faculty offices for the nursing department will be provided on the fourth floor. Classroom and simulation lab spaces will be on the third floor. Several, flexible classrooms are located on the third floor. These classrooms can be divided into three smaller rooms or opened into one large room depending on size and scheduled activity. These flexible learning spaces are equipped with audio and visual capabilities and will be ideal for flipping the classroom.

The nursing simulation labs will accommodate medical surgical and labor & delivery health care simulations using high-fidelity manikins. Students will have the opportunity to participate in structured simulations where they can develop and hone their clinical judgment skills within a controlled and safe setting with learning as the primary goal. Each lab setting will have a control room and audio, visual, and recording abilities. The nursing simulation suite also houses a debriefing room, which is essential to effectively using simulation as a learning strategy. If more space is needed the flexible classroom space can also function as an additional debriefing room, which provides an opportunity for more than one simulation to be running simultaneously.

In addition to the high-fidelity simulation area, there is also a standardized patient (SP) simulation area space. This area includes an SP lounge, so that the actors can remain in character in between simulations and not interact with the students outside of the simulation. SP's can be used in simulation in a variety of ways including when students are performing a health history interview on a patient or when sharing devastating news with a patient's family. These are just two examples of how SP's can provide an experiential learning opportunity for students. Debriefing will also be used with simulations involving SP's so that students can reflect on and learn from the experience.

There is also a lab space reserved for flexible skills. This space provides the opportunity for students to interact with a variety of equipment that they will encounter in the clinical setting including an electronic health record, a Pyxis™ MedStation™, intravenous pump machines, glucose monitoring devices, and other additional equipment. Additionally, students will have the opportunity to practice a variety of clinical skills including urinary catheterization, tracheostomy care, subcutaneous and intramuscular injections, and sterile dressing changes to name a few. Storage is provided throughout the simulation lab spaces for the equipment including supply closets, and clean and dirty utility rooms equipped with a washer and dryer.

**L. Adequacy of Financial Resources with Documentation** (as outlined in COMAR 13B.02.03.14)

Financial Table 1: Resources and Narrative Rationale.

| <b>FINANCIAL TABLE 1: RESOURCES</b>           |               |               |               |               |               |
|---|---------------|---------------|---------------|---------------|---------------|
|   | FY2023        | FY2024        | FY2025        | FY2026        | FY2027        |
| <b>Resource Categories</b>                    | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
| 1. Reallocated Funds                          | 0             | 0             | 0             | 0             | 0             |
| 2. Tuition/Fee Revenue                        | 353,640       | -740,208      | 758,706       | 777,696       | 797,145       |
| (c + g below)                                 | 0             | 0             | 0             | 0             | 0             |
| a. Number of F/T Students In-state            | 26            | 51            | 51            | 51            | 51            |
| a. Number of F/T Students Out-of-state        | 4             | 9             | 9             | 9             | 9             |
| b. Annual Tuition/Fee Rate In-state           | 9,804         | 10,049        | 10,300        | 10,558        | 10,822        |
| b. Annual Tuition/Fee Rate Out-of-state       | 24,684        | 25,301        | 25,934        | 26,582        | 27,247        |
| c. Total F/T Revenue (a x b)                  | 353,640       | 740,208       | 758,706       | 777,696       | 797,145       |
| d. Number of P/T Students In-State            | 0-            | 0             | 0             | 0             | 0             |
| d. Number of P/T Students Out-of-State        | -0            | 0             | 0             | 0             | 0             |
| e. Credit Hour Rate In-State                  | 286           | 293           | 300           | 308           | 316           |
| e. Credit Hour Rate Out-of-State              | 612           | 627           | 643           | 659           | 676           |
| f. Annual Credit Hour Rate                    | 30            | 30            | 30            | 30            | 30            |
| g. Total P/T Revenue In & Out-of-State        | 0             | 0             | 0             | 0             | 0             |
| (d x e x f)                                   | 0             | 0             | 0             | 0             | 0             |
| 3. Grants, Contracts & Other External Sources | 0             | 0             | 0             | 0             | 0             |
| 4. Other Sources (Nursing Fees)               | 48,180        | 96,360        | 96,360        | 96,360        | 96,360        |
| TOTAL (Add 1 – 4)                             | 401,820       | 836,568       | 855,066       | 874,056       | 893,505       |

**Financial Table 1 Budget Narrative**

1. *Reallocated Funds*- there are no funds being reallocated to this program.
2. *Tuition/Fee Revenue*- Student numbers are based on cohort size of 30 full-time students, with an estimate of 85% of students from in-state and 15% of students from out of state. The tuition rate aligns with FSU's undergraduate tuition rate for both in-state and out of state students. Year one reflects tuition for 30 full-time students and year two through five reflects tuition for a total of 60 full-time students.
3. *Grants, Contracts & Other External Sources*- there are no grant or contract funds that have been awarded at this time.
4. *Other Sources*- Nursing students will continue to pay a Nursing student fee of \$8/credit hour for all NURS courses. There is a total of 65 NURS course credits where students will receive the Nursing Fee charge. Students will also pay \$150/practicum credit hour to cover the additional costs of lab/practicum education. There is a total of 18 NURS lab/practicum course credits that students will incur this additional fee across the BSN program.

Financial Table 2: Program Expenditures and Narrative Rationale.

| <b>FINANICAL TABLE 2: EXPENDITURES</b> |               |               |               |               |               |
|--|---------------|---------------|---------------|---------------|---------------|
|  | FY2023        | FY2024        | FY2025        | FY2026        | FY2027        |
| <b>Expenditure Categories</b>          | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
| 1. Faculty (b + c below)               | 256,500       | 338,295       | 345,746       | 353,366       | 361,160       |
| a. # FTE                               | 6.00          | 6.00          | 6.00          | 6.00          | 6.00          |
| b. Total Salary                        | 190,000       | 269,800       | 275,196       | 280,700       | 286,314       |
| c. Total Benefits                      | 66,500        | 68,495        | 70,550        | 72,666        | 74,846        |
| 2. Admin. Staff (b + c below)          | 0             | 0             | 0             | 0             | 0             |
| a. # FTE                               | 0             | 0             | 0             | 0             | 0             |
| b. Total Salary                        | 0             | 0             | 0             | 0             | 0             |
| c. Total Benefits                      | 0             | 0             | 0             | 0             | 0             |
| 3. Support Staff (b + c below)         | 81,320        | 83,584        | 85,912        | 88,306        | 90,769        |
| a. # FTE                               | 1.25          | 1.25          | 1.25          | 1.25          | 1.25          |
| b. Total Salary                        | 60,237        | 62,044        | 63,905        | 65,823        | 67,797        |
| c. Total Benefits                      | 21,083        | 21,540        | 22,006        | 22,484        | 22,972        |
| 4. Equipment                           | 0             | 0             | 0             | 0             | 0             |
| 5. Library                             | 0             | 0             | 0             | 0             | 0             |
| 6. New or Renovated Space              | 0             | 0             | 0             | 0             | 0             |
| 7. Other Expenses                      | 85,500        | 85,500        | 85,500        | 85,500        | 85,500        |
| TOTAL (Add 1 – 7)                      | 423,320       | 507,379       | 517,158       | 527,173       | 537,429       |
| Surplus                                | (21,500)      | 329,189       | 337,908       | 346,883       | 356,076       |

Financial Table 2 Budget Narrative

1. *Faculty*- This program will require four additional nursing faculty positions to cover the additional credit hours of didactic and practicum courses. FSU received workforce development initiative funds to support two of these four additional positions.
2. *Administrative Staff*- There is no additional administrative staff required for this program.
3. *Support Staff*- Additional support positions and funding are needed to ensure quality coverage of support staff for student success. This line item covers 50% of the salary and benefits for Clinical Placement Assistant, Simulation & Instructional Design, additional adjunct faculty, and increased stipend for Department Chair for summer contract. The other 50% of these fees are included in the Licensed Practical Nurse to Bachelor of Science in Nursing Program Proposal, as these staff members will work to support both programs.
4. *Equipment*- No equipment is included in this budget. Additional equipment for skill and simulation laboratories has been approved for purchase through the new Education and Health Science Building fund.
5. *Library*- There are no additional library funds needed for this program. All required databases and books have been purchased through previously implemented nursing programs.

6. *New or Renovated Space*- there is no additional funds needed for learning space, space for this new program is covered in the building costs of the Education and Health Sciences building.
7. *Other Expenses*- While the cost of equipment is not required maintenance of the equipment and warranties are included in this line item as other costs. This line item also includes required professional development costs, accreditation and membership fees, and fees for clinical support. These costs are shared across all programs within the Department of Nursing the amount in this budget reflects a portion of the total operational costs.

**M. Adequacy of Provisions for Evaluation of Program** (as outlined in COMAR 13B.02.03.15).

The program review schedule serves as the foundation for assessment initiatives through its identification of priorities for the coming cycle. Halfway through the cycle, the Office of Assessment and Institutional Research (AIR) collects information on the status of assessment activities using a midterm review template. Programs undergoing review in any given year must submit the Program Review Self-Study, External Review Report, and Certificate to AIR.

In respect to review by the accrediting agency, AACN hold nursing programs accountable to the community of interest- the nursing profession, consumers, employers, higher education, students, and their families, nurse residents, and to one another by ensuring that these programs have mission statements, goals, and outcomes that are appropriate to prepare individuals to fulfill their expected roles (AACN, Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, 2018). The nursing institution must demonstrate the following:

- **Mission and Governance:** The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.
- **Quality in Institutional Commitment and Resources:** The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its missions, goals, and expected outcomes. The faculty enables the achievement of the mission, goals, and expected program outcomes.
- **Quality in Curriculum and Teaching-Learning Practices:** The curriculum is developed in accordance with the program's missions, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.
- **Assessment and Achievement of Program Outcomes:** The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

The proposed program will be required to run for a full year (two semesters) before a letter of intent to CCNE is sent to request an accreditation review of the program. CCNE accreditation decisions are retroactive to the first day of that degree program's most recent CCNE on-site

evaluation. This review addresses courses, pedagogical effectiveness, and student learning outcomes. At this time, the Department of Nursing is fully accredited by CCNE for the undergraduate RN-BSN and all four graduate concentrations.

**N. Consistency with the State's Minority Student Achievement Goals** (as outlined in COMAR13B.02.03.05).

Frostburg State University is a public institution that is committed to a campus environment that values human diversity and represents individuals who represent diversity. It is a multi-cultural campus where diversity is highly valued. The program and university have established goals to recruit and support the minority population. This is reflected in the University's Core Value Statement: "Frostburg State University is committed to developing cultural competence and cultivating understanding and respect for a diversity of experiences and worldviews that encourage each person's ability to "take the perspective of the other." Frostburg State University has initiatives to increase diversity in faculty and staff. The university has established a University Council on Diversity, Equity, and Inclusion (UCDEI) that is led by the University President. Frostburg State University also has an initiative to increase the number of international students on campus. Nursing has become increasingly diverse as the result of recruiting strategies aimed at minority nurses as evidenced by these statistics:

| Table 8: FSU Department of Nursing Diversity Data  |           |     |           |     |           |     |
|--|-----------|-----|-----------|-----|-----------|-----|
|  | Fall 2018 |     | Fall 2019 |     | Fall 2020 |     |
|  | RN-BSN    | MSN | RN-BSN    | MSN | RN-BSN    | MSN |
| <b>Total Students</b>                              | 483       | 35  | 438       | 56  | 424       | 77  |
| American Indian or Alaskan Native                  | 0         | 0   | 1         | 0   | 3         | 0   |
| Asian (not of Hispanic Origin)                     | 29        | 1   | 17        | 0   | 17        | 4   |
| Black or African American (not of Hispanic Origin) | 109       | 2   | 105       | 8   | 93        | 15  |
| Hispanic or Latino                                 | 26        | 1   | 24        | 0   | 31        | 1   |
| Native Hawaiian or another Pacific Islander        | 1         | 0   | 0         | 0   | 0         | 0   |
| White (not of Hispanic Origin)                     | 289       | 26  | 270       | 42  | 263       | 54  |
| Two or More Races                                  | 17        | 0   | 14        | 0   | 12        | 1   |
| Race/Ethnicity Unknown                             | 10        | 5   | 6         | 3   | 4         | 2   |
| Males  | 45        | 0   | 46        | 0   | 41        | 5   |

The RN-BSN and master's programs have seen an increase in the number of culturally and linguistically diverse students, averaging 35% of our student population and has been successful in assisting these students through the program by way of faculty support and advising, and the use of other campus support services such as the writing center. Faculty meetings are held to discuss the unique needs of our diverse student body including discussions to address curriculum in terms of content, course design, assignments, grading, and rubrics.



Additional support such as supplemental instruction programming is provided on an individual basis as needed by the instructors, tutoring services, and other academic support. The faculty provides multi-modal learning opportunities, face-to-face meeting times, and phone assistance as needed on an individual basis.

Admission criteria is defined clearly in section G. Admissions will be granted without regard to gender, race, religion, or national origin. Most admission criteria are objective and/or quantifiable in nature. Admission criteria that are more subjective will be assessed using a standardized rubric to ensure that the same standards are being utilized with each perspective student.

**O. Relationship to Low Productivity Programs Identified by the Commission: N/A**

**P. Adequacy of Distance Education Programs** (as outlined in COMAR 13B.02.03.22)

FSU is approved to offer distance education as an alternative delivery method included within its scope of accreditation, as evidenced in the university's Middle States Commission on Higher Education Statement of Accreditation Status. This program supports a face-to-face learning environment, while some courses could be facilitated in an online modality, most are face to face. FSU is an approved institutional member of the National Council of State Authorization Reciprocity Agreement (NC-SARA).

## Appendix A

## Letter of Support: WVU Medicine

**GARRETT REGIONAL  
MEDICAL CENTER**

A PROUD AFFILIATE OF  
 WVU Medicine



October 27, 2021

To Whom It May Concern:

As the President & CEO of Garrett Regional Medical Center, a 55-bed acute care hospital located in Garrett County, MD, and Potomac Valley Hospital, a critical care hospital located in Keyser, WV, I am writing to voice both hospitals' strong support for Frostburg State University's proposed nursing programs, which include a traditional on-campus 4-year Bachelor of Science (BSN) Degree in Nursing as well as a 3-year online program to help Licensed Practical Nurses earn a BSN.

The programs will provide opportunities for area residents to receive the education needed to enter and grow in the highly respected, professional field of nursing, where jobs are abundant. They will also provide a well trained workforce for area health care providers. It is extremely challenging to recruit nurses to Western Maryland as well as nearby communities in West Virginia. The ability to train the local workforce for these highly regarded professional positions will help local hospitals as well as private practices and Federally Qualified Health Centers recruit the staff they need.

Frostburg State University provides people throughout the region with educational opportunities close to their home communities. The two nursing programs will enhance those opportunities while also supporting the health care providers so vital to our area.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Mark Boucot'.

Mark Boucot, MBA, FACHE  
President & CEO  
Garrett Regional Medical Center  
Potomac Valley Hospital

## Appendix B

## Letter of Support: UMPC Western Maryland



November 2, 2021

To Whom It May Concern:

As the Chief Nursing Office of UPMC Western Maryland, I am writing to voice both hospitals' strong support for Frostburg State University's proposed nursing programs, which include a traditional on-campus 4-year Bachelor of Science (BSN) Degree in Nursing and the 3-year online program to help Licensed Practical Nurses earn a BSN.

UPMC Western Maryland will support clinical education/rotation for Frostburg State University students.

Frostburg State University Department of Nursing has a history of offering quality education for nurses. The two nursing programs will enhance those opportunities while also supporting the health care providers and fulfill the need to increase nursing capacity that is so critical in Western Maryland.

Sincerely,

A handwritten signature in blue ink, reading "James M. Karstetter II".

James M. Karstetter II, BSN, MBA-HC, RN  
Vice President and Chief Nursing Officer

## Appendix C:

## Course Inventory

| Bachelor of Science in Nursing Course Inventory |   |         |                          |      |        |  |
|---|---|---------|--------------------------|------|--------|--|
| NURS #  | Course Name   | Credits | Program                  | Type | Format | Pre/Co-requisites  |
| 301   | Principles of Pharmacology                          | 3       | LPN-BSN<br>BSN           | LEC  | F2F    |  |
| 302   | Pathophysiology & Health Assessment Across Lifespan | 4       | LPN-BSN<br>BSN           | ILL  | F2F    |  |
| 303   | Foundations of Clinical Care                        | 3       | BSN                      | LEC  | F2F    | Pre-requisite NURS 301, NURS 302. Co-requisite NURS 304, NURS 307  |
| 304   | Foundations of Clinical Care Practicum              | 3       | BSN                      | LEC  | F2F    | Pre-requisite NURS 301, NURS 302. Co-requisite NURS 303, NURS 307  |
| 307   | Clinical Skill Lab I                                | 3       | BSN                      | LAB  | F2F    | Pre-requisite NURS 301, NURS 302. Co-requisite NURS 303, NURS 304  |
| 308   | Clinical Skill Lab II                               | 1       | BSN                      | LAB  | F2F    | Pre-requisite NURS 301, NURS 302. Co-requisite NURS, 315, NURS 316 |
| 315   | Nursing Care and Management of Adults I             | 5       | BSN                      | LEC  | F2F    | Pre-requisite NURS 301, NURS 302. Co-requisite NURS 308, NURS 316  |
| 316   | Nursing Care and Management of Adults I Practicum   | 2       | BSN                      | PRA  | F2F    | Pre-requisite NURS 301, NURS 302. Co-requisite NURS 308, NURS 316  |
| 402   | Nursing Research and Evidenced Based Practice       | 3       | LPN-BSN<br>BSN<br>RN-BSN | LEC  | Hybrid | MATH 109   |
| 403   | Elements of the Professional Nursing Role           | 3       | LPN-BSN<br>BSN<br>RN-BSN | LEC  | Hybrid |  |
| 404   | Nursing Informatics                                 | 3       | LPN-BSN<br>BSN<br>RN-BSN | LEC  | Hybrid |  |
| 406   | Leadership for Quality and Safety                   | 3       | LPN-BSN<br>BSN<br>RN-BSN | LEC  | Hybrid |  |

|     |  |   |                |      |     |  |
|-----|--|---|----------------|------|-----|--|
| 415 | Nursing Care and Management of Adults II             | 3 | BSN            | LEC  | F2F | Pre-requisite NURS 308, NURS 315, NURS 316. Co-requisite NURS 416  |
| 416 | Nursing Care and Management of Adults II Practicum   | 2 | BSN            | PRAC | F2F | Pre-requisite NURS 308, NURS 315, NURS 316. Co-requisite NURS 415  |
| 417 | Maternal Nursing Care                                | 3 | BSN            | LEC  | F2F | Pre-requisite NURS 303, NURS 304, NURS 307. Co-requisite NURS 418  |
| 418 | Maternal Nursing Care Practicum                      | 1 | BSN            | PRA  | F2F | Pre-requisite NURS 303, NURS 304, NURS 307. Co-requisite NURS 417. |
| 419 | Pediatric Nursing Care                               | 3 | BSN            | LEC  | F2F | Pre-requisite NURS 303, NURS 304, NURS 307. Co-requisite NURS 420  |
| 420 | Pediatric Nursing Care Practicum                     | 1 | BSN            | PRA  | F2F | Pre-requisite NURS 303, NURS 304, NURS 307. Co-requisite NURS 419. |
| 421 | Psychiatric and Mental Health Nursing Care           | 3 | LPN-BSN<br>BSN | LEC  | F2F | Pre-requisite NURS 301, NURS 302. Co-requisite NURS 422            |
| 422 | Psychiatric and Mental Health Nursing Care Practicum | 1 | LPN-BSN<br>BSN | PRA  | F2F | Pre-requisite NURS 301, NURS 302. Co-requisite NURS 421            |
| 423 | Population Health                                    | 3 | LPN-BSN<br>BSN | LEC  | F2F | Pre-requisite NURS 301, NURS 302. Co-requisite NURS 424            |
| 424 | Population Health Practicum                          | 2 | LPN-BSN<br>BSN | PRA  | F2F | Pre-requisite NURS 301, NURS 302. Co-requisite NURS 423            |
| 425 | Transition of Care for the Complex Patient           | 4 | LPN-BSN<br>BSN | ILL  | F2F | Pre-requisite NURS 301, NURS 302                                   |
| 485 | Senior Immersion Practicum                           | 1 | BSN            | PRA  | F2F | Department Approval  |
| 486 | Pre-licensure Capstone                               | 3 | LPN-BSN<br>BSN | LEC  | F2F | Department Approval  |

### References

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